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ABSTRACT

A task force was created by the Minnesota state legislature to study two primary questions: who should oversee the private proprietary school sector and what standards should be used to regulate it. The task force met to review information, hear testimony, discuss issues and concerns, and vote on recommended courses of action. Two primary issues emerged from deliberations on regulation: how to protect the public without unnecessary restrictions on proprietary schools and whether the licensing function should be moved from the Department of Education. Attention was given to the following issues regarding transfer of credit in general: the role of institutional academic integrity, credit for remedial education, development and use of course equivalency guides, and relevance of prior education to the student's new education program. Special concerns about vocational-technical education were conversion of clock hours to credits, the distinction between general and technical education, and transfer of the general education portion of vocational-technical programs. The task force recommended only two minor changes in the current licensing statute, confirmed the Department of Education as the appropriate agency to regulate these schools, and recommended greater collaboration between proprietary schools and Minnesota's colleges and universities on the issue of transfer of credit. (Appendixes include listing of private proprietary schools and resources.) (YLB)

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TASK FORCE ON PRIVATE PROPRIETARY SCHOOLS

REPORT TO THE LEGISLATURE

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February 1986

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TASK FORCE ON PRIVATE PROPRIETARY SCHOOLS

REPORT TO THE LEGISLATURE

February 1986

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CHAPTER I. INTRODUCTION AND BACKGROUND

The 1985 Minnesota Legislature considered several bills regarding the regulation and oversight of private proprietary schools. The proposals ranged from recommending no significant change in the current approach to shifting the regulation of private vocational schools from the Department of Education to the Higher Education Coordinating Board (HECB), as recommended by Governor Rudy Perpich in his budget message. The legislature concluded that further study was needed and created a task force on private proprietary schools to study issues and make recommendations.[1]

CURRENT REGULATIONS

Private for-profit schools are licensed by the Commissioner of Education under the Private Business, Trade and Correspondence Schools statute.[2] The license is required to operate or recruit in Minnesota. Schools licensed by other boards authorized under Minnesota law are exempt from licensure by the Commissioner. Because of the definitions used in Minnesota Statutes Chapter 141, a wide range of for-profit vocational education organizations must be licensed by the Commissioner of Education, regardless of program length. Licensed schools are listed in Appendix A.

Under the Private Institutions Registration statute, the Minnesota Higher Education Coordinating Board registers all private or non-Minnesota public post-secondary education institutions operating in Minnesota (1) which are non-profit, (2) which grant degrees, (3) which use one of the terms "academy,"

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1 Laws of Minnesota for 1985, First Special Session, Chapter 11, Section 75.
2 Minnesota Statutes 1984, Chapter 141 and Laws of Minnesota for 1985, First Special Session, Chapter 11, Sections 66-74.

"college," "institute," or "university" in their names, or (4) which operate for profit and provide programs or courses which are intended to allow an individual to fulfill in part or totally the requirements necessary to maintain a license to practice an occupation.[3] The HECB approves institutions to grant degrees or to use one of the terms in their names. Schools licensed by the Commissioner of Education are exempt from HECB registration except when they grant a degree. In contrast, cosmetology schools which are licensed by the Department of Commerce and use the terms "academy," "college," "institute," or "university" are required to register with the HECB.

Currently, 92 private proprietary schools, including both Minnesota and non-Minnesota schools, are licensed by the Minnesota Commissioner of Education through the Private Vocational Unit of the Department of Education. Of these, 10 also are registered with the HECB and approved to grant degrees. Included among the 92 schools are three correspondence schools and 17 non-Minnesota proprietary schools.

The primary questions facing the Task Force were who should oversee this sector and what standards should be used to regulate it.

CHARGE

The legislature charged the Task Force to:

1. study the appropriate agency or agencies to regulate private schools subject to Minnesota Statutes, Chapter 141, and Sections 136A.61 to 136A.71;

2. study statutes and rules that apply to private schools subject to Minnesota Statutes, Chapter 141, and Sections 136A.61 to 136A.71, as well as other related statutes, rules, and policies;

3. study the regulations in other states concerning the types of schools being studied;

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3 Minnesota Statutes 1984, Chapter 136A.61-136A.71.

4. make recommendations for any changes that may be needed to implement appropriate and equitable regulation of the various types of schools. In making the recommendations, the Task Force may consider statutes and policies in effect for similar public institutions; and

5. examine and make recommendations on awarding of course credit for work completed in private proprietary schools and the issue of transferring credit from these schools to other public or private institutions.

MEMBERSHIP

The Task Force has 11 members, each appointed by a relevant education group or the governor's office. The Task Force includes: one member appointed by the Higher Education Coordinating Board; one member appointed by the State Board of Education; one member appointed by the Minnesota Association of Private Post-Secondary Schools; one member appointed by the Minnesota Private College Council; one member appointed by the governor to represent schools regulated under Minnesota Statutes, Chapter 141, that are not members of the Minnesota Association of Private Post-Secondary Schools; one member appointed by the governor to represent institutions registered under Minnesota Statutes, Sections 136A.61 to 136A.71, that are not members of the Private College Council; one member appointed by the governor to represent schools regulated by both Private Institutions Registration under the HECB and the licensing division of the Minnesota Department of Education, and four members appointed by the governor who are knowledgeable about the areas of study.

A list of members is attached as Appendix B.

ACTIVITIES

Since its appointment, the Task Force met seven times to review information, hear testimony, discuss the issues and concerns, and vote on recommended courses of action. The dates and primary activities of each meeting are listed below.

October 16, 1986	9:00 - 11:30 a.m. election of chair, presentations by the Department of Education and the HECB
November 4, 1985	9:00 - 11:50 a.m. receive testimony on licensure
November 25, 1985	9:00 - 11:55 a.m. deliberations regarding licensure, voted recommendation
December 11, 1985	9:00 a.m. - 12:40 p.m. receive testimony on credit and credit transfer
December 18, 1985	9:00 a.m. - 1:20 p.m. review of Chapters 141 and 136A
January 9, 1986	9:00 a.m. - 12:55 p.m. review of jurisdiction for licensure, voted reconsidered and amended recommendations for legislative action
January 27, 1986	9:00 - 10:50 a.m. report to the legislature adopted

Prior to the first meeting, HECB and Department of Education staff provided Task Force members with copies of various materials and documents which provided background for their deliberations. The material included:

1. the task force authorizing legislation,
2. the preliminary work plan for the Task Force, including a list of Task Force members;
3. a packet of information regarding licensing (Minnesota Statutes, Chapter 141, and related rules and regulations);
4. a list of all the private proprietary schools licensed by the Department of Education under Minnesota Statutes, Chapter 141;
5. a list of all schools registered and approved by HECB under Minnesota Statutes, Chapter 136A.
6. information regarding Private Institutions Registration (Minnesota Statutes, Chapter 136A and related rules and regulations);
7. a list of various Minnesota state agencies which license and/or approve schools; and

8. a report reviewing issues and policies concerning licensure of proprietary schools in all 50 states entitled State Oversight of the Private and Proprietary Sector.

This report presents the activities of the Task Force including the testimony received, the primary issues discussed, and the actions recommended regarding both the regulation of the private proprietary schools and credit and credit transfer.

CHAPTER II. REGULATION OF PRIVATE PROPRIETARY SCHOOLS

The regulation of private proprietary schools was the main item of consideration at six meetings. The Task Force heard testimony, reviewed Chapters 141 and 136A, received written information, and debated issues before taking final action.

In preparation for the second task force meeting, notices inviting oral and written testimony were sent to all schools licensed under Chapter 141, all schools registered under Chapter 136A, the Higher Education Coordinating Board, associations representing secondary school counselors and administrators, the Higher Education Advisory Council, legislative staff, and others who have indicated interest in matters considered by the Coordinating Board. In all, more than 220 notices of the meeting were distributed.

Oral testimony was received from the four persons who are listed in Appendix C. In addition, the Task Force received a letter from the director of another licensed school.

TESTIMONY

Except for the Minnesota Association of Private Postsecondary Schools (MAPPS) representative, all testified against significant change in the regulation of private proprietary schools. The directors of two schools indicated that while the licensing process required some effort by the school, it provided significant protection to prospective students and to legitimate institutions by limiting the activities of unscrupulous operators. One testified that the licensing process might be expedited if more personnel were assigned to the licensing unit.

The MAPPS representative testified that the Department of Education is concerned primarily with K-12 education and, therefore, inappropriate to regulate its schools, and that the responsibility should be shifted to the HECB. In addition, he indicated that its schools need equitable regulation, similar to that imposed on like institutions and stated there is no meaningful distinction between the activities of private for-profit schools and their non-profit counterparts. Under the current set of regulations, MAPPS contended that schools licensed under Chapter 141 operate at a competitive disadvantage to schools not so licensed.

COMPARISONS OF CHAPTER 141 AND 136A

As a result of the testimony and questions raised in the ensuing discussion, the Task Force requested and received from the HECB and Department of Education staff comparisons of Chapters 141 and 136A. Table 1 presents the summary comparison of the standards required for licensure and approval under the two chapters (see end of chapter). In response to specific concerns about the refund policy requirement, staff also provided the Task Force a comparison of the refund policy requirements under Minnesota Statutes, accrediting associations, the State Board of Vocational Technical Education, and the State Community College System (see Table 2 at end of chapter). In addition to these two tables, the Task Force also received information regarding MAPPS, proposed legislation, accrediting associations, and other materials listed in Appendix D.

In general, the standards used for licensure under Chapter 141 and for Private Institutions Registration approval under Chapter 136A are similar in requiring that appropriate faculty, curriculum, and facilities be provided and in ensuring that an institution is financially able to meet its obligations and

provide the education it purports to offer. However, licensed schools must meet specific requirements regarding bonding, enrollment agreement language, refund policies, solicitors' permits, and placement statistics. In contrast, the standards for HECB approval do not mention enrollment agreements, solicitors' permits, or placement statistics, and have only a general requirement for refund policies and for bonding in certain instances. The licensure requirements limit the flexibility of the advertising, recruitment, and enrollment and refund policies to a far greater extent than do the registration and approval standards. Licensure is concerned about the business practices of the schools as well as education quality.

In addition to differences in requirements and standards, the Task Force considered the procedures used by the Department of Education and the Higher Education Coordinating Board for their respective regulatory functions. Annually, the Private Vocational Unit receives and reviews licensing applications from each school and attempts to visit all of the schools. The HECB staff annually receives registration renewal material from all registered schools. However, it reviews the materials of a random selection of 20 percent of schools, of schools initially approved in the previous year, and of schools about which it has received inquiries or complaints. On-site visits are made by the HECB staff only if serious questions are raised about a school's programs or practices.

The Department of Education requires prior approval of all advertising and promotional material. The HECB staff, after initial approval, reviews such material of selected schools during the annual review, often after it has been distributed. Licensure requires prior approval of each vocational program while Chapter 136A requires prior approval of each degree. Once a school is approved by the HECB to grant a degree, it may introduce new programs, or

majors, leading to that degree without prior approval although the school should keep the HECB informed of those changes.

ACCREDITATION

In addition to comparing the licensure and approval standards and procedures, the Task Force discussed accreditation and whether this private voluntary process makes licensure and approval redundant. Accrediting associations have been recognized by the Secretary of Education for federal post-secondary education programs. By relying on accreditation as a criteria for institutional participation in federal student financial aid programs, the Office of Education created a powerful incentive for schools to seek and maintain nationally recognized accreditation. However, because of the number and different types of accrediting agencies, no specific set of standards is applied to all schools. In addition, the accreditation process is confidential and not open to public scrutiny. Unlike the annual licensure and registration processes, accreditation normally includes an evaluation once every five to ten years, and branch campuses are not always included in on-site reviews.

PRIMARY ISSUES

Two primary issues emerged from the Task Force deliberations,

1. how to protect the public without unnecessary restrictions on proprietary schools, and
2. whether the licensing function should be shifted from the Department of Education to the Higher Education Coordinating Board.

Consumer Protection and Institutional Equity

In discussing the level of regulation needed to protect the public, the Task Force considered the potential for abuse, the legitimate needs to advertise and recruit students, and the issue of equity.

The directors of two schools testified about the potential for abuse in their fields of vocational education, modeling and aeronautics training. Both fields are attractive to young people and appeal to personal vanity, and schools have enrolled students who have no reasonable expectation of placement upon graduation. Other types of abuses that occur in states with less regulation include extravagant claims about the potential for initial job placement, career advancement, and salaries. It was noted that prospective students usually have little expertise to judge the quality of a school or program and must rely on promotional material and contacts with school representatives. Unlike most colleges which enroll students by the term, proprietary schools often enroll students for the entire program of study so that misleading or inaccurate information can have longer-term consequences regarding the student's financial commitment, the use of the student's financial aid eligibility, and the time and energy of the student to gain employable skills.

Differences between the profit and non-profit sectors of post-secondary education relate to the issue of consumer protection. Non-profit schools are not allowed to disperse funds on the basis of profit sharing. In contrast, because they can share in profits, owners of private, for-profit schools can benefit financially from aggressive marketing campaigns. For-profit schools are like many types of businesses which are regulated by the state in the public interest.

The Task Force also considered what schools offer comparable programs to those offered by the licensed proprietary institutions. Similar and often competitive programs are offered by the area vocational-technical institutes and, to a lesser extent, by the community colleges. In particular, the area vocational-technical institutes do not fall under either Chapter 141 or 136A and have greater latitude in promotion and advertising.

The issues of comparable institutions and the difference between profit and non-profit institutions were part of the general discussion of whether private proprietary schools are regulated in an equitable manner compared to other types of institutions. A national report on state oversight of this sector indicated that in 32 states the private proprietary schools and degree-granting institutions are regulated by different agencies.[4] Among the 32 states, seven do not regulate degree-granting institutions. In addition, it was noted that in Minnesota there were recognized differences in expectations for the different public sectors of post-secondary education. The differences in system governance and oversight appear to reflect the different objectives, the appeal to different populations, and the different types of education provided by the systems of post-secondary education.

Agency Jurisdiction

The discussion about transferring the licensing function to the HECB identified several related concerns--the current administration of the licensing function, the resources available for the licensing function, the post-secondary nature of the two agencies, and the possible impact of transferring the licensing function to the HECB.

Since the Private Business, Trade and Correspondence School Act was implemented in 1969, it has been the responsibility of the Minnesota Department of Education to ensure that institutions subject to that act comply with its requirements. Minnesota Statutes, Chapter 141 was passed in response to abuses that were occurring in the private proprietary school industry and result in many student complaints. The act was intended to ensure that such schools provide quality educational programs and to provide consumer protection. As a

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[4] Bruce N. Chaloux, State Oversight of the Private and Proprietary Sector, State Higher Education Executive Officers, Denver (1985), pp. 10-14.

result of implementation and enforcement of Minnesota Statutes, Chapter 141, several schools, that were unable or unwilling to comply with the law's requirements ceased operation in Minnesota. The number of licensed schools dropped to approximately 65, but has since increased to 92. Licensure complements the other regulatory functions of the department such as licensure of teachers, approval of educational programs for veterans benefits, secondary graduation requirements, and evaluating teacher preparation programs.

The Department of Education Private Vocational School Unit has experienced staff working with the private school industry and has implemented the mechanisms to conduct program evaluations, provide technical advice and assistance to schools and to review teacher approvals, applications for solicitor's permit and proposed advertisements and documents. Further, the Department of Education has developed and implemented a student complaint procedure that ensures verified student complaints are investigated in a fair and equitable manner.

Regarding the resources available to evaluate the institutions, both the Department of Education and the HECB have professional staff members with experience in post-secondary education. Both agencies draw on the office of the Attorney General and on consultants when substantive expertise is not available to make judgments about the nature of the curriculum, faculty, and facilities for a program. However, the Department of Education has professional staff with expertise in licensure and in some fields of vocational-technical education which can be used for school and program evaluation. The HECB has no such expertise on its staff.

Regarding the post-secondary nature of each agency, while the primary role of the Department of Education relates to kindergarten through 12th grade education, it retains a number of responsibilities which are post-secondary in

nature. These include not only private vocational school licensing, but also veterans approval of secondary and post-secondary public and private institutions and programs, licensure of vocational post-secondary teachers, evaluation of collegiate programs leading to teacher licensure, Indian scholarships, continuing education for professional librarians, adult basic education, and community education.

Post-secondary education is the primary focus of the HECB, and it administers a wide range of programs and activities which support post-secondary education in Minnesota including student financial aid programs, data collection activities, and MINITEX. A number of licensed schools have participated in HECB studies; their students are eligible to apply for state financial aid, and they provide data for the enrollment and other on-going surveys of the Board.

Finally, there was concern that transferring the regulatory function has disadvantages. First, not all licensed schools are what is commonly thought of as post-secondary in nature, and approximately two-thirds of them do not participate in HECB activities. Second, licensing entails a significant regulatory function which might divert the HECB's activities away from its coordinating and policy analysis functions. Third, any shifting of responsibility from one agency to another can lead to some confusion and a short-term loss of efficiency.

TABLE 1

REQUIREMENTS FOR APPROVAL (136A) AND LICENSURE (141)

	Chapter 136A	Chapter 141
FEES	$200 initial $150 renewal	$444.40 initial $333.30 renewal $166.65 solicitors permit
INSTITUTIONAL STANDARDS		
Finances	School has sufficient finances to provide programs, meet obligations and pay refunds	Same
	Uses generally accepted accounting procedures	Must have an annual financial statement prepared by a certified or independent public accountant
Administration	School has organizational framework and personnel to provide its educational programs	No requirement
Curriculum	School provides appropriate educational program	Occupational courses must adequately prepare students for employment
Facilities	Appropriate and accessible library, laboratory and other physical facilities	Satisfactory training facilities with sufficient tools, equipment and work stations
	No requirement	Premises and school owned or approved living quarters must be sanitary, healthful and safe
Faculty	School must provide qualified faculty	Same
Student Records	School must protect and provide on student request	Same
STUDENT INFORMATION		
Accuracy	All information provided to students and prospective students must be truthful, accurate and not misleading	Same
Approval of Promotional Material		Prior approval of catalog and advertising

	Chapter 136A	Chapter 141
STUDENT INFORMATION--continued		
What Must Be Provided to Students	Admissions policies	Same
	Evaluation policies	Standards of progress policies
	Suspension and dismissal policies	Attendance policies
	Policy on freedom or limitation of expression and inquiry	Student conduct policies
	Policy on credit for prior education and experience	Same
	Schedule of fees and all charges	Same
	Refund and withdrawal policy	Same
		School address Governing body and officials School calendar Description of facilities and equipment Outline of each course of study
Placement Information	No requirement	If a school advertises or implies it has a placement service, it must provide prospective students a written copy of its placement record with the percentage of the previous year's graduates placed in occupations for which they were trained
ENROLLMENT AGREEMENTS	No requirements	Must include: - school name and address - disclosure that agreement is legally binding - clearly labeled "Buyers Right to Cancel" refund policy - total cost of course of study - description and length of course of study - statement on how to cancel agreement - date of execution of contract - prior to signing agreement, the student must be provided a copy of the catalog with enough time to review its contents

	Chapter 136A	Chapter 141
ENROLLMENT AGREEMENTS --continued		Must comply with the home solicitation sales act
REFUND POLICY	No specific requirement	Specific policy required (see Table 2)
BOND	A continuous surety bond not to exceed $20,000 is required for schools which have no binding agreement to protect student records	A $10,000 continuous corporate surety bond is required for institutional licensure
SOLICITOR'S PERMIT	No requirement	Solicitors representing the school are required to hold solicitors' permits and must post $2,000 bond each

TABLE 2

REFUND POLICY REQUIREMENTS
Minnesota Statutes, Accrediting Associations, and Governing Boards

	136A	141	NATTS[1]	AICS[2]	AVTIs	Community Colleges
Period of student's financial obligation	as advertised	as in written agreement	as in written agreement	no more than one calendar year	10-week quarter	10-week quarter
Refund prior to first day of class	as advertised	all but $50	all but $150	all but $100	100%	100%
Period of enrollment with total refund	as advertised	5 business days after date of execution	3 days after signing agreement and making payment	none	first 15 days of the quarter	up to first day of class
Period of enrollment with no refund	as advertised	after 75% of course of study	after 50% of course of study	term obligations: after 25% of term longer obligations: after 50% of course of study	after 15th day of the quarter	after 21 days[3] of instruction
Method for calculating refund during refundable period	as advertised	proration by day or lesson	proration by quarter of course of study	modified proration	all or nothing	proration by week[3]
Additional fees retained by school	as advertised	$100	$150	$100	activity fee	late registration fees

25

1 National Association of Trade and Technical Schools

2 Association of Independent Colleges and Schools

3 For complete withdrawal during academic year

26

CHAPTER III. CREDIT AND TRANSFER OF CREDIT

Regarding its charge to "examine and make recommendations on awarding of course credit for work completed in private proprietary schools and the issue of transferring credit from these schools..." the Task Force received written materials (listed in Appendix E) and invited representatives from the Coordinating Board and the different sectors of post-secondary education to testify. Appendix F provides a summary of the testimony.

Several credit and credit transfer related activities are occurring. These include agreements between individual institutions, the recent agreement between the Minnesota Community College System and the State University System on the transfer of credit for general education, and intersystem discussions with some movement toward agreements between other state-supported systems.

PRIMARY ISSUES

Both general issues related to the transfer of credit and special concerns related to vocational-technical education were considered. Regarding transfer in general, attention was given to the following issues:

1. the role of institutional academic integrity,
2. accreditation, credit for remedial education,
3. the development and use of course equivalency guides, and
4. the relevance of prior education to the student's new education program.

Special concerns about vocational-technical education that were considered included:

1. the conversion of clock hours to credits,
2. the distinction between general and technical education, and

3. the transfer of the general education portion of vocational-technical programs.

It was noted that in a 1981-82 HECB study of student transfer that fewer than two percent of the transferring students were from private proprietary schools and that these students were transferring to a wide range of institutions.[5] A special HECB advisory committee on credit transfer exists to receive and review complaints from students; however, since its appointment in February 1985, it has received no complaints.

Current transfer activities are based on the principle that the determination about the transfer of credit is the responsibility of the receiving institution.

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5 Minnesota Higher Education Coordinating Board, Transfer Activity of Minnesota Undergraduate Students, Academic Year 1981-82 (August 1982).

CHAPTER IV. ACTIONS AND RECOMMENDATIONS

After receiving testimony, comparing the two chapters, and reviewing the written material, the Task Force voted several recommendations regarding licensure and credit transfer.

LICENSURE

Regarding the regulation of private proprietary schools, the Task Force recommends no change in Minnesota Statutes Chapter 141 with the exception of the following:

1. that the term of the solicitor's permits be changed from a calendar year to 12 months from the date of issue, and

2. that the statute should specifically permit schools to include other placement information in addition to the percent of graduates placed in the occupation for which trained..

Rationale. Chapter 141 and the Private Vocational School Unit of the Department of Education have been significant factors in ensuring quality private vocational education in Minnesota. As currently administered, the licensing function provides effective protection for both students and schools. Nevertheless, the Task Force recommends two minor changes which will permit greater flexibility for schools without compromising the protection afforded by the licensing statute.

The current requirement that the solicitor's permit be issued for a calendar year is unnecessarily inflexible. Several schools hire recruiters for the academic year and, under the current requirements, a solicitor employed for the nine-month period from September through June will need to be issued two permits with the requisite fees and bonding. The proposed change would

continue the protection provided under the current statute with added flexibility to accommodate the hiring patterns of the schools.

Under the current statute, a school advertising or implying it has a placement service must provide prospective students a written copy of its placement record with the percentage of the previous year's graduates placed in occupations for which they were trained. While the current requirements do not prohibit schools from providing additional information about the placement of their graduates, confusion exists on whether additional placement information can be provided. The Task Force recommends the inclusion of new language in order to assure that schools may provide additional placement information about their past graduates.

CREDIT AND CREDIT TRANSFER

After the testimony and discussion regarding definitions of credit and credit transfer, the Task Force voted to recommend that:

> proprietary schools work with public and private institutions to identify general education or degree-required courses for transferability but that the acceptance of credit shall be the responsibility of the institution enrolling the student.

Rationale. Credit transfer occurs when one institution certifies that the work completed at another institution is comparable to that offered by itself, both in terms of level of educational accomplishment and the subject matter taught at the institution. The institution is putting its own seal of approval on credit received in transfer. The academic integrity of each institution can be assured only if the institution has the authority to judge the value of educational work in light of its own standards and programs.

Nevertheless, to the extent that institutions can work together to identify courses or credits which would be accepted for transfer between them, students will be able to make more informed choices about their educational

paths. Establishing regular agreements about the equivalency of clock hours, credits, and courses between institutions will provide more continuity, consistency, and equity and less uncertainty for students who wish to transfer between institutions.

CONCLUSIONS

The recommendations of the Task Force were arrived at after a careful review of each of the issues mentioned in the charge during seven meetings over a four-month period. It is the view of the Task Force that the current licensing regulations and regulatory agency have served the state and its residents effectively. The Task Force recommends modest changes in Chapter 141 and confirms that the Department of Education is the appropriate agency to regulate these schools. The Task Force also recommends greater collaboration between proprietary schools and Minnesota's colleges and universities on the issue of transfer of credit.

#Resident Training Program
*Correspondence Home Study
+Also HECB approved to grant degrees

APPENDIX A

April 1985

PRIVATE VOCATIONAL SCHOOLS LICENSED BY THE MINNESOTA STATE DEPARTMENT OF EDUCATION

SCHOOL	PERSON TO CONTACT	PHONE	COURSES OFFERED
# Academy of Accountancy, Inc. 4820 Excelsior Boulevard, Suite 123 Minneapolis, MN 55416	Nancy Olsen	(612)922-8900	Accounting
# Accelerated Learning Schools, Inc. 5100 West 36th Street St. Louis Park, MN 55416 (Multiple Locations-Contact School)	Lucille Johnson	(612)925-9122	Speed Reading
# A.I. Management School of American Breeders Service A Division of W.R. Grace & Co. 1068 South Lake Street, Suite 13 Forest Lake, MN 55025 (Multiple Locations-Contact School)	Robert Robinson	(612)464-4208	Artificial Insemination
# AID Corporation dba TaxAID Income Tax Preparation 3552 West River Parkway Rochester, MN 55903	Susan Rasmussen	1-800-247-5001	Income Tax
# The American School of Neon 212 Third Avenue North Minneapolis, MN 55401	Katy Jones	(612)338-5045)	Neon Design, Luminous Tubes Techniques & Neon Sign Producti
* Art Instruction Schools, Inc. 500 South Fourth Street Minneapolis, MN 55415	Paul Phillips	(612)339-8721	Fundamentals of Commercial Art, Specialized Commercial Art
# Associated Management Institute, Inc. 1200 Mt. Diablo Blvd., Suite 301 Walnut Creek, CA 94596 (Multiple Locations-Contact School)	Marsten Watsen	(707)422-9350	Various Short Term Business Related Seminars

SCHOOL	PERSON TO CONTACT	PHONE	COURSES OFFERED
Automotive Technology, Inc. 2448 Prior Avenue North Roseville, MN 55113	Bill Sauer	(612)633-2536	Auto Specialty Courses
Aviation Training, Inc. 6300 34th Avenue S. Minneapolis, MN 55450	Michael T. Morgan	(612)726-9320	Customer Service/Ticket Agent Weather Observer Aircraft Dispatcher Course
Barbizon School of Minneapolis, Inc. 430 First Avenue North Minneapolis, MN 55401	Pamela Lillethun	(612)338-5000	Male and Female Modeling
Batten Seminars, Inc. 5730 W. 95th Street, Suite 304 Overland Park, KS 66209	Nancy Mihelie	(913)649-9435	Business Related Seminars
Becker CPA Review Course, Ltd. of Minnesota 976 W. Minnehaha St. Paul, MN 55104 (Multiple Locations-Contact School)	Jack Kramer	(612)646-1601	Preparation for the CPA Examination
Brown Institute - SEE National Education Center			
Business Advisory Services 2667 North First Street North St. Paul, MN 55109 (Multiple Locations-Contact School)	William R. Buethe	(612)777-9324	Financial Management for Small Business
Business Consultants 1119 Third Avenue N. Box 748 Fargo, N.D. 58107 (Multiple Locations-Contact School)	Grace Guemple	(218)233-1982	Business Related Seminars
John Casablancas Modeling & Career Center 3205 West 76th Street Edina, MN 55435	Signe Kettler	(612)835-5512	Male and Female Modeling

	SCHOOL	PERSON TO CONTACT	PHONE	COURSES OFFERED
+*	Cleveland Institute of Electronics, Inc. 1776 E. 17th Street Cleveland, OH 44114	Ronald Zeldman	(216)781-9400	Electronics
#	Computer Applications Learning Center, A Divn. of Computer Applications 125 Harmon Place Minneapolis, MN 55403	Laurie Koscianski	(612)338-1777	Business Computer Software Instruction
#	Control Data Institute 245 East 6th Street St. Paul, MN 55101	M.E. Welsh	(612)292-2699	Computer Technology, Programming & Operations Office Technology
#	Control Data Institute 1001 Washington Ave. North Minneapolis, MN 55401	J.B. Vernon	(612)339-8282	Same as above.
#	Control Data Learning Center 6811 York Avenue South Minneapolis, MN 55435	Bobbie Hedblom	(612)830-8383	Computer Business Courses In: Financial Management Accounting Subjects Beginning Typing Investment Basic Skills Learning Systems Word Processing Robotics Trouble Shooting
#	Control Data Learning Center 8100 34th Avenue South Minneapolis, MN 55420	K.K. Hammerschmidt	(612)83-6271	
#	Control Data Learning Center 1450 Energy Park Drive St. Paul, MN 55108	Gary Becker	(612)642-3170	
#	Control Data Learning Center 1270 Neilson Avenue S.E. Bemidji, MN 56601	Fred Neff	(218)751-6480	Same as above.
#	DeVry Institute of Technology DeVry, Inc. 3300 N. Campbell Chicago, IL 60618	Lee H. Bishop	(12)929-8500	Electronics Engineering Technology Computer Science & Systems

SCHOOL	PERSON TO CONTACT	PHONE	COURSES OFFERED
DeVry Institute of Technology DeVry, Inc. 2000 South Finley Road Lombard, IL 60148	Thomas Davidson	(312)953-1300	Electronics Engineering Technology Computer Science & Systems
DeVry Institute of Technology DeVry, Inc. 2149 W. Dunlap Phoenix, AZ 85021	Harry B. Oberten	(602)870-9222	Electronics Engineering Technology Computer Science & Systems
DeVry Institute of Technology DeVry, Inc. 11224 Holmes Road Kansas City, MO 64131	C. Robert LeValley	(816)941-0430	Electronics Engineering Technology Computer Science & Systems
Diesel Truck Drivers Training School A Division of Gygo Corp. Highway 141 & Elder Lane Sun Prairie, WI 53590	Jerry L. Klabacka	(608)837-7800	Truck Driving
Dolphin Information Systems 258 Hennepin Avenue Minneapolis, MN 55401	Scott Coltrane	(612)338-3455	Microcomputer Software Word Processing Advanced CPT Training
Duluth Business University, Inc. 418 West Superior Street Duluth, MN 55802	James R. Gessner	(218)722-3361	Administrative Assistant Stenogrpahic/Transcribing Medical Secretary Secretarial Accounting Accounting & Business Admin. Business Management Executive Secretary Legal Secretary General Office-Bookkeeper Medical Recep. Transcriber Receptionist-Typist Sales & Marketing General Secretary with Word Processing General Office with Word Processing

SCHOOL	PERSON TO CONTACT	PHONE	COURSES OFFERED
Duluth Travel School, Inc. 325 Lake Avenue South Duluth, MN 55802	Earl Rogers	(218)727-2192	Travel Training
Education Advancement Institute 3390 Duesenberg Drive Westlake Village, CA 91362	Albert Lowery Bonnie Lowder	(805)496-4400	Real Estate Seminars
Effective Learning Systems 5221 Edina Industrial Blvd. Edina, MN 55435 (Multiple Locations-Contact School)	Deirdre M. Griswold	(612)893-1680	Speed Reading
EIS Language Centers A Division of WERA, Inc. Hamline University 1536 Hewitt Avenue St. Paul, MN 55104	Rick Skrypek	(612)645-0804	English as a second language
Freeze-Dry: Conventional School of Taxidermy No. Highway 371, Box 121 Nisswa, MN 56468	Viktor Birontos	(218)963-2953	Taxidermy
Gem Academy 5100 Eden Avenue, Suite 206 Edina, MN 55436 (Multiple Locations-Contact School)	Elaine Hall	(612)927-8000	Male & Female Modeling
Globe College of Business, Inc. 236 East Fifth Street St. Paul, MN 55101	Terry Myhre	(612)224-4378	Computer Programming Specialist Accounting Administrative Assistant Fashion Retailing Legal Secretarial Business Administration Office Assistant General Secretarial Retail Management Word Processing

SCHOOL	PERSON TO CONTACT	PHONE	COURSES OFFERED
H & R Block, Inc. Income Tax School 3601 Park Center Blvd. #307 Minneapolis, MN 55416 (Multiple Locations-Contact School)	Richard D. Fretland	(612)920-4654	Income Tax Preparation
Images Institute for Professional Modeling A Division of Joanne Hitch, Inc. 6315 Penn Avenue South Richfield, MN 55423	Joanne Hitch	(612)866-1199	Professional Modeling Male Modeling New Image Young Miss Hand Modeling
Index Computer Education Company 1100 East Fourth Avenue, Suite 110 Shakopee, MN 55379	Brian Norris	(612)445-8755	Basic Education Business Related Courses Computer Assisted
Jewelmont Seminars A Divn. of Jewelmont Corporation 800 Bonne Avenue North Minneapolis, MN 55427	J.C. Leeds	(612)546-3800	Jewelry Repair
Josephson's Bar Review Center of America, Inc. 10101 West Jefferson Blvd. Culver City, CA 90230 (Multiple Locations-Contact School)	Kenneth L. Dubin	(213)558-3100	Preparation for Bar Exam
Johnson's Minnesota School of Taxidermy 120 North Second Street Sauk Rapids, MN 56379	William Johnson	(612)251-9464	Taxidermy
Stanley H. Kaplan Educational Center 328 East Hennepin Avenue Minneapolis, MN 55414	Josh Levenson	(612)378-9191	Preparation for various College/University Admission & Professional Exams
Lakeland Medical-Dental Academy, Inc. 1402 West Lake Street Minneapolis, MN 55408	Joan Moffat	(612)927-5656	Medical Laboratory Technician Dental Assistant Medical Assistant Medical Administrative Assistant

SCHOOL	PERSON TO CONTACT	PHONE	COURSES OFFERED
L'hotel Sofitel School of French Culinary Skills A Divn. of Bloomington Hotel Investment Corp. 5601 West 78th Street Bloomington, MN 55435	John F. Leholey	(612)835-1900	French Culinary Skills
+ Lowthian College A Divn. of Lowthian, Inc. 84 South 10th Street Minneapolis, MN 55403	Petrena Lowthian	(612)332-3361	Fashion Merchandising & Retaili
The McConnell School, Inc. 831 Second Avenue South Minneapolis, MN 55402	Glen Amundson	(612)332-4238	Travel-Reservations
+ Medical Institute of Minnesota, Inc. 2309 Nicollet Avenue Minneapolis, MN 55404	James D. Daras	(612)871-8481	Dental Assistant Medical Assistant Medical Lab Technician Veterinary Medical
MICROWORX A Divn. of American Business Services Corp. 511 11th Avenue South, Suite 403 Minneapolis, MN 55415 (Multiple Locations-Contact School)	Dee Thibodeau	(612)332-6345	Introduction to Computers & various software systems
Minneapolis Business College, Inc. 1711 West County Road B Roseville, MN 55113	Jim Zillman	(612)636-7406	Secretary Medical Secretary Legal Secretary Word Processing Accounting
Minneapolis Drafting School 3407 Chicago Avenue Minneapolis, MN 55407	Robert Casserly	(612)824-8321	Industrial Drafting Mechanical Electronics Drafting Arch.-Structural Drafting
Minnesota Bar Review/BRI, Inc. 510 First Avenue North, Suite 205 Minneapolis, MN 55403 (Multiple Locations-Contact School)	Bruce Singer	(612)338-1977	Preparation for Bar Exam

SCHOOL	PERSON TO CONTACT	PHONE	COURSES OFFERED
Minnesota Institute of Medical and Dental Careers, Inc. 2915 Wayzata Boulevard Minneapolis, MN 55405	Linda Swanguard	(612)374-2742	Dental Assistant Medical Assistant Medical Secretary
Minnesota Multi Housing Association 3100 West Lake Street Minneapolis, MN 55416 (Multiple Locations-Contact School)	Ed A. Harrington	(612)927-8602	Property Management Seminars (Certified apartment maintenance technician)
Minnesota School of Bartending, Inc. 2426 University Avenue St. Paul, MN 55114	Richard Lange	(612)645-1252	Bartending
Minnesota School of Business 11 South Fifth Street Minneapolis, MN 55402	Alan Crews	(612)338-6721	Court Reporting Accounting Acccounting & Data Processing Business Management Computer Programming & Operations Electronic Engineering Technology Fashion Merchandising Administrative Secretary Legal Secretary General Secretary
Minnesota School of Electricity 8053 E. Bloomington Freeway Minneapolis, MN 55420 (Multiple Locations-Contact School)	William C. Polta	(612)888-2530	National Electrical Code
Minnesota School of Horseshoeing and Blacksmithing 6250 Front Street N.W. Anoka, MN 55303	Richard Duggan	(612)421-5750	Farrier Science Traditional Blacksmithing
Minnesota School of Real Estate, Inc. 9940 W. 74th Street Minneapolis, MN 55344 (Multiple Locations-Contact School)	Kathy Sullivan	(612)887-6810	Real Estate License Exam Broker Exam Courses I & II

	SCHOOL	PERSON TO CONTACT	PHONE	COURSES OFFERED
∎	National Association of Independent Fee Appraisers, Inc. 7501 Murdock Street St. Louis, MO 63119 (Multiple Locations-Contact School)	William Steele	(314)781-6688	Appraisal Seminars
+∎	National College 1275 University Avenue St. Paul, MN 55104	Albert O'Donnell	(612)644-1265	Business Administration Travel Training Computer Operations
+∎	National Education Center Brown Institute Campus 3123 East Lake Street Minneapolis, MN 55406 (Multiple Locations-Contact School)	Bill Johnson	(612)721-2481	Radio-TV Broadcasting Advanced TV Course Computer Programming Electronics Technology: Communication Electronics Biomedical Electronics Computer Technology Color Television Audio-Recording Technology Business Administration: Accounting Management Information Systems Administrative Assistant Secretarial Science Executive Secretary Legal Secretary
∎	Nettleton Commercial College A Divn. of Nettleton College, Inc. 100 Spring Avenue Sioux Falls, S.D. 57102	Eugene Reinholt	(605)336-1837	Fashion Merchandising & Management Medical Assistant Executive Secretary with Word Processin Legal Secretary Medical Secretary Private Secretary Administrative Assistant Office Clerk/Receptionist Accounting Business Administration

	SCHOOL	PERSON TO CONTACT	PHONE	COURSES OFFERED
#	North America Institute of of Taxidermy, Inc. 2408 Penn Avenue North Minneapolis, MN 55411	Tom G. Witbeck	(612)521-0270	Taxidermy
+#	Northern Technical School of Business, Inc. 2201 Blaisdell Avenue South Minneapolis, MN 55404	Roger A. Johnson	(612)874-6414	Court Reporting Administrative Secretarial Accounting Assistant Executive Secretarial Legal Secretarial Private Secretarial Receptionist/Secretarial Office Specialist Receptionist/Typist Business Administration Travel/Airline Career Business Computer Information Systems Word Processing Administrative Accounting
*	Northwest Schools, Inc. 1221 Northwest 21st Avenue Portland, OR 97209	W.A. Sawyer		Airline/Travel Career
+#	Northwest Technical Institute, Inc. 11995 Singletree Lane Eden Prairie, MN 55344	Norris J. Nelson	(612)944-0080	Engineering Drafting & Design Technology Structo-Architectural Drafting Design Technology
*	Palmer Writers School, Inc. 500 South Fourth Street Minneapolis, MN 55415	Paul Phillips	(612)339-8721	Writing
#	Personal Development Seminars A Divn. of Marketing Systems International 333 W. Moana Lane Reno, NV 89509	Roger Larson	(709)827-4447	Real Estate Investment Seminars

SCHOOL	PERSON TO CONTACT	PHONE	COURSES OFFERED
Plaza 3 A Divn. of Uptown Image, Inc. 2943 Hennepin Avenue South Minneapolis, MN 55408	Lynn McGraw	(612)827-2811	Children, Teen, Male & Female Modeling Professional Development T.V. Commercial Acting
John Robert Powers Modeling & Career School A Divn. of Unlimited Image, Inc. 2730 West Lake Minneapolis, MN 55416	Carole Ackerman	(612)296-3051	Self Improvement Professional Modeling
Premiere School of Self Improvement & Professional Modeling, Inc. 3455 Dakota Avenue South St. Louis Park, MN 55416	Faith I. Schway	(612)920-0681	Professional Modeling Self Improvement Children's Modeling
ProSource Educational Services, Inc. 1500 W. County Road B2 Roseville, MN 55113 (Multiple Locations-Contact School)	Joe Coyne	(612)636-0717	Real Estate Seminars Insurance Courses Courses I & II
Fred Pryor Seminars 2000 Johnson Drive Shawnee Mission, KS 66205 (Multiple Locations-Contact School)	Janet McManus	(913)722-3990	Various Short Term Business Related Seminars
+ Rasmussen Business College, Inc. 15 W. Fifth Street St. Paul, MN 55102	Wilbur C. Nemitz	(612)222-4474	Higher Accounting & Business Administra Administrative Secretarial Private Secretarial Accounting Assistant
+ Rasmussen Business College, Inc. Good Counsel Drive Mankato, MN 56001	Loretta Hazlett	(507)625-6556	Executive Secretarial Legal Secretarial Receptionist Secretarial Office Specialist Travel Computer Programming Word Processing Sales & Business Administration

	SCHOOL	PERSON TO CONTACT	PHONE	COURSES OFFERED
#	RCC Hands on Computer Room 108 South Court Street Fergus Falls, MN 56537	Paul Rolandson	(218)736-5925	Computer Related Courses
+#	St. Cloud Business College, Inc. 245 North 37th Avenue St. Cloud, MN 56301-3091	Kathleen R. Szczech	(612)251-5600	Court Reporting Higher Accounting Sales & Business Administration Junior Accounting Administrative Secretarial Office Specialist Private Secretarial Legal Secretarial Word Processing Receptionist/Secretarial Executive Secretarial Travel Business Computer Information Systems
#	Schaak's Computer Academy A Divn. of Schaak Electronics, Inc. 2422 Transport Drive Mendota Heights, MN 55120 (Multiple Locations-Contact School)	R.L. Schaak	(612)452-0900	Computer Related Courses
#	School of Communication Arts 2526 27th Avenue South Minneapolis, MN 55406	Roger F. Klietz	(612)721-5357	Multi-Media Methods Radio-TV Broadcasting Photography for Visual Communications Word & Information Processing
#	Security Schools, Inc. 268 West Burnsville Parkway Burnsville, MN 55337 (Multiple Locations-Contact School)	Joe Keyes	(612)894-6500	Licensure Prep. Courses Insurance Real Estate Securities Courses I & II
#	Larry W. Slaughter's University of Automotive Technology % Sun Electric 14850 Martin Dr. Eden Prairie, MN 55344	Larry Slaughter	(515)262-7758	Auto Speciality Courses

	SCHOOL	PERSON TO CONTACT	PHONE	COURSES OFFERED
#	South St. Paul Livestock Auctioneering Branch of Reich World-Wide College of Auctioneering, Inc. 200 Exchange Building South St. Paul, MN 55075	Gorden E. Taylor	(515)423-5242 (612)455-2200	Livestock Auctioneering
*	Southeastern Academy, Inc. 2333 East Spacecoast Parkway Kissimmee, FL 32742-1768	D.L. Peoples	(305)847-4444	Travel Agency Training
#	Spencer School of Business, Inc. 217 W. Fifth Street Spencer, IA 51301	James R. Grove	(712)262-7290	Banking & Finance Computer Courses Travel Careers Accounting Legal Secretarial Sales & Marketing Business Administration Secretarial Medical Office Careers Fashion Merchandising
#	The Stratford School Divn. of Oliver Schools, Inc. 2801 Hennepin Avenue South Minneapolis, MN 55408	Michael Kelly	(612)872-4663	Administrative Secretary Career Secretary Modern Office Assistant Medical Assistant Modern Office Assistant/GED
#	~~Tele-Terminals Computer School~~ * A Divn. of Tele-Terminals, Inc. 7008 Northland Drive Minneapolis, MN 55428	Jeff Swanson	(612)536-6000	Computer Related Courses
#	The Travel Career School of MN, Inc. 15 South Fifth Street #1103 Minneapolis, MN 55402 (Multiple Locations-Contact School)	Gloria Stock	(612)340-9333	Travel Carrers Optional CRT Course

*Name now AmeriData Computer School

	SCHOOL	PERSON TO CONTACT	PHONE	COURSES OFFERED
#	World Travel Academy, Inc. 252 Grain Exchange Bldg. Minneapolis, MN 55415	Karen Amato	(612)333-5123	Travel Careers
#	Charles Yeschke Associates 5200 West 73rd Street Edina, MN 55435	Charles L. Yeschke	(612)831-2606	Professional Interviewing Interrogating

Additions

#	CSI Professional Service School A Division of Convergent Systems, Inc. 245 East 6th Street St. Paul, MN 55101	William C. Knaak	(612)221-0587	Security Officer Private Investigation Nanny/Child Care Specialist
#	Minnesota Legal Assistant Institute 2201 Blaisdell Avenue, South Minneapolis, MN 55404	Katherine Kodachek	(612)874-7079	Legal Assistant

APPENDIX B

TASK FORCE ON PRIVATE PROPRIETARY SCHOOLS

Minnesota Association of Private Postsecondary Schools

Alan Crews
Minnesota School of Business
11 South 5th Street
Minneapolis, MN 55402
612/338-6721

Minnesota Higher Education Coordinating Board

Mona Hintzman
4018 58th Avenue, North
Brooklyn Center, MN 55429
612/533-9792

Minnesota Private College Council

Larry Osnes
Minnesota Private College Council
560 Park Square Court
400 Sibley Street
St. Paul, MN 55101
612/228-9061

Minnesota State Board of Education

Josh Levenson
Stanley H. Kaplan Education Center
328 East Hennepin Avenue
Minneapolis, MN 55414
612/378-9191

Governor Perpich's Appointees

Don Bergstrom
Wright Vocational Cooperative Center
Highway 25 North
Buffalo, MN 55313
612/263-3520 (home)
612/682-4112 (work)

Richard T. Larson
Prosource Educational Services, Inc.
Suite 140
1500 West County Road B2
Roseville, MN 55113
612/636-0717

Petrena Lowthian
Lowthian College
84 South 10th Street
Minneapolis, MN 55402
612/332-3361

John W. Mercer
Executive Director
State Council on
Vocational Technical Education
700 Wayzata Boulevard
Minneapolis, MN 55403
612/377-6100

Warren E. Phillips, President
Dunwoody Industrial Institute
818 Wayzata Boulevard
Minneapolis, MN 55403
612/374-5800

Shelley M. Singer, Director
Minnesota Bar Review and
National Practice Institute
Suite 205
510 1st Avenue, North
Minneapolis, MN 55403
612/338-1977

Gloria K. Stock, Director
Travel Career School of Minnesota
#1103
15 South 5th Street
Minneapolis, MN 55402
612/340-9333

APPENDIX C. PROVIDERS OF TESTIMONY ON LICENSURE UNDER CHAPTER 141

Oral Testimony:

Senator Jerome Hughes
*David Krogseng, Executive Director, MAPPS
John McGraw, President, Plaza 3
*Michael Morgan, President, Aviation Training, Inc.

Written Testimony:

Vic Birontas, President, International Institute of Scientific Taxidermy

*Also provided a written copy of testimony.

APPENDIX D. ADDITIONAL INFORMATION, REGULATION OF PROPRIETARY SCHOOLS

MAPPS State Regulatory Authority/Accreditation

MAPPS Current Involvement With HECB

Governor's Budget Recommendations

Refund Policies of Public and Private Higher Education Institutions

Testimony of Daniel Boivin, State Hearing, March 15, 1985

Grassman vs. Minnesota Board of Barber Examiners

Nationally Recognized Accrediting Agencies and Associations

UPDATE; Accrediting Commission Association of Independent Colleges and Schools; October 1985; Vol. 9, No. 3.

States Including Vocational Education Systems Under Jurisdiction of Their Departments of Education

Bills Introduced During Spring 1985 Legislative Session With Summaries: S.F. 461, 466, 891, and 902

APPENDIX E. ADDITIONAL INFORMATION, CREDIT AND TRANSFER OF CREDIT

1985 Legislation on Credit Transfer, Laws of Minnesota for 1985, First Special Session, Chapter 11, Section 19.

Minnesota Higher Education Coordinating Board; Credit Transfer: A Review of Policies, Practices and Problems with Coordinating Board Recommendations (June 1984)

AGREEMENT FOR TRANSFER OF GENERAL EDUCATION FROM THE MINNESOTA COMMUNITY COLLEGE SYSTEM TO THE STATE UNIVERSITY SYSTEM

APPENDIX F

TESTIMONY BEFORE
PRIVATE PROPRIETARY SCHOOL TASK FORCE
December 11, 1985

TRANSFER OF CREDIT

Community College System

Howard Bergstrom, Director of Instructional Affairs for the Community College System, discussed the Community College System activities regarding credit transfer. He said that representatives from the Community College System had been meeting with a small group from MAPPS on this issue as well as with representatives from the State Board of Vocational Technical Education and the State University System. In addition to the agreement between the Community College System and the State University System on the transfer of credit for general education, there is substantial agreement on the transfer of credit for the following work: satisfactory completion of an entire vocational program of at least one year in length, provided that the admissions standards to that program are clearly post-secondary in nature and that remedial coursework was not counted toward program completion. Bergstrom noted that the recent agreement between the Community College System and the State University System related only to the transfer of 60 credits toward the general education requirement and did not constitute a guarantee of transfer of other credit nor a guarantee of admissions, elective credit transfer, or transfer of major or minor work.

Higher Education Coordinating Board

Paul Thomas, Manager of Program Review for the Higher Education Coordinating Board, reviewed the Coordinating Board's activities regarding the transfer of credit in Minnesota. He said that there has been a lot of recent activity including the recent community college-state university agreement and the extensive use of equivalency guides in the public institutions. He noted that a special advisory committee on credit transfer has been established to review complaints from students; since its appointment in February 1985, it has received no complaints. Thomas added that in the 1980-81 study of student transfer, only a few transfer students (less than 2%) were from private proprietary schools. In response to questioning, Thomas indicated that in 1980-81 students transferred from proprietary schools to a wide range of other types of institutions. While there are not many problems relating to transfer, Thomas said that the lack of North Central Accreditation for proprietary schools might lead to greater problems for their students trying to transfer. He noted that past actions of the HECB on this issue were not based on the presumption of North Central accreditation.

University of Minnesota

James Preus, Coordinator of Student Support Services at the University of Minnesota, discussed the general issues and rules which tend to govern transfer of credit for courses at the University of Minnesota. He said that the University adheres to a 1978 national policy on transfer and award of credit adopted by the American Association of Collegiate Registrars and Admissions Officers, The Council on Postsecondary Accreditation, and The American Council on Education. The policy statement endorses the principle of the receiving institution making the decision as to whether it will accept credit

for courses. The decision is based on the quality of the institution where the course was taken, the quality of the courses being transferred, and the appropriateness of the courses to the course of study at the new institution.

Preus said that there are three ground rules at the University for accepting credit in transfer, all of which have exceptions. The rules are: (1) the sending institution is accredited by a regional accrediting association; (2) the courses being presented for evaluation are similar to courses which could be taken at the University; and (3) the courses must be relevant to the degree program which the student wishes to complete. Courses for vocational programs are exceptions since they tend to be earned at schools which are not regionally accredited. In these cases, the University reviews the entire program and only awards a block of credit upon completion of the University degree program. In response to questions, Preus added that transfer from proprietary schools to the University is possible to the General College, the University College, UM/Duluth, and the two technical colleges that are located in Crookston and Waseca.

Evelyn Hansen, Associate Dean of the General College of the University of Minnesota, reviewed the history of the General College. She noted that the General College was a leader in facilitating the transfer from proprietary schools to collegiate institutions. Concerning the Commitment to Focus of the University, Hansen said that it should not stop the trend toward cooperation, but that the transfer agreements between proprietary schools and the General College may have to be renegotiated with other units of the University. Preus added that credit transfer between units within the University is like that between institutions, credit accepted by the General College will not necessarily be accepted by other University colleges.

State University System

Mary Dressel, Staff Associate for Academic Affairs of the State University System, briefly described the recent agreement between the State University System and the Community College System. She added that no such similar automatic transfer agreement exists among the seven state universities. Regarding proprietary schools, she said that credit, not courses, would be considered for transfer by state universities, that the process is like that for experiential learning.

State Board of Vocational Technical Education

Craig Froke, Manager of Instructional Services for the State Board of Vocational Technical Education, said that the primary mission of the AVTIs was to provide occupational training and that the increasing expectations that all post-secondary education should transfer might create problems in designing programs for employment. Regarding transfer, he added, the primary issue was to develop a common currency with the collegiate systems. Froke said that one of the major barriers to transfer was the difference between the use of clock hours in the AVTIs and the use of credit by colleges and universities.